

Abstract:

COMPARISON OF MOTOR KOORDINATION TESTS FOR PRE-SCHOOL CHILDREN

The pre-school child is in physiotherapy regarded as a unique, individual being, with a completed postural development. With the help of play and individual stimulation aids, the child is supposed to further elaborate on other skills dependent on gradual maturation of cerebellum and the overall development of his/her character. Majority of Czech physiotherapists do not employ the terminology defined by the concept of coordination abilities. The concept of motor abilities is currently not used either among Czech anthropomotorists. Particularly the coordination abilities as described by Hirtz in 1985 (and updated in 2002) are considered to be rather informative – non-metric. The tests applied in German research projects whose objective is to estimate the coordination quality in pre-school children do not include some important aspects that are crucial for coordinated locomotive activities, and thus also indispensable to diagnostics. Motoric testing, as conceived within the methods of the motodiagnostics approach, does not respect the child's individuality, and does not take into account the neurophysiologic principles of the central nervous system maturation. The coordination tests manuals are standardized on the basis of numerous results obtained from a great number of children, while the testing should always be directed towards the diagnosis of an individual's deficit, including detection of etiological factors, to enable an effective follow-up therapy or adequate training. The pre-school age is the very period when both the locomotive coordination and fine motoric skills undergo fundamental development.

Key words: koordination, pre-school age, motoric testing, neurophysiologic principles of development